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ABSTRACT

This report provides information about the status of male and female students and staff in Minnesota high school vocational courses during the 1984-85 school year. The information is intended to enhance equity efforts by measuring progress and indicating areas needing attention. Narrative and tables or charts illustrate vocational enrollment, enrollments by program type (traditional, nontraditional, segregated), enrollments by curriculum area (agriculture, distributive education, health occupations, home economics, office occupations, technical education, trade and industrial), high school follow-up for the class of 1984, and vocational staff patterns. Eleven additional tables depict enrollments by grade level and sex, race and sex, and minority status; number of programs by type; enrollments by program type and sex; traditional and nontraditional enrollments; vocational enrollments by course (agriculture, distributive education, health occupations, home economics, business and office, technical occupations, trade and industrial); occupations of graduates, one year later; hourly wages of vocational graduates; and vocational staff by curriculum area. (YLB)

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VOCATIONAL EDUCATION SEX EQUITY REPORT: SECONDARY 1986

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VOCATIONAL EDUCATION SEX EQUITY REPORT:

SECONDARY 1986

Prepared for the Minnesota Department of Vocational Education
under Contract Number 10 SE-II-A CPA-84 by:

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Introduction

Occupational choices, aspirations, expectations and future roles of young people are shaped by a number of societal forces, especially within family and school. A 1983 study of students in Minnesota found that they tend to choose occupations that reinforce cultural stereotypes about the proper jobs for males and females. These trends begin at an early age, with 65 percent of girls indicating by age 10 that they wanted to be in a women's occupation such as nursing, teaching and clerical work. While a majority of girls in junior and senior high still wanted to be in typical women's jobs, the proportion declined to 53 percent, while 38 percent aspired to typical male occupations. This trend is even more pronounced in males, with 87 percent of male high school seniors choosing typical male jobs and only 9 percent choosing jobs typically held by females.

Women are in the labor force in greater numbers than ever before and they are spending more of their adult years in the paid labor force. In 1984, 64 percent of women ages 18 to 64 were in the labor force and nearly 70 percent of women of prime working age (25 to 54) were in the labor force. Over half of mothers with children under 6 are in the labor force and nearly two-thirds of mothers with children 6 to 17 are employed outside the home. A 20 year old woman today can expect to spend over 30 years in the labor force. Nearly two-thirds of women work out of economic necessity.

In the past decade, vocational educators have become aware of the need for sex equity. Two major laws have been enacted to address these needs. Title II of the federal Vocational Amendments of 1976 explicitly identified sex equity as a priority for the vocational education system. The overall goal of sex equity embodied in Title II is to expand career options for women and men and to eliminate sex bias and sex-role stereotyping. In 1984, the Carl D. Perkins Vocational Education Act of 1984 was passed. It provides encouragement to states to support programs and strategies dealing with sex equity issues and provides a large set-aside of vocational training dollars targeted to programs for female students.

These two laws have given vocational education the tools to take the lead in assuring full utilization of the resources that women represent and that society cannot afford to waste.

* * * * * * *

This report provides information about the status of male and female students and staff in high school vocational courses during the 1984-85 school year. The information in this report is intended to enhance equity efforts by measuring progress and indicating areas needing attention.

Data on student enrollments and staffing are from reports submitted by school districts to the Department of Education. Student enrollment data are from the Minnesota Civil Rights Information System (MINCRIS). Student follow-up data are from a report on high school students from the class of 1984 one year after graduation. Staff data are from the fall staff report. This report is funded through a grant from the Department of Vocational Education.

Enrollments are included only for those students enrolled in grades nine through twelve. This report contains greater detail by minority status than previous reports. No data were available for wages of technical occupations graduates.

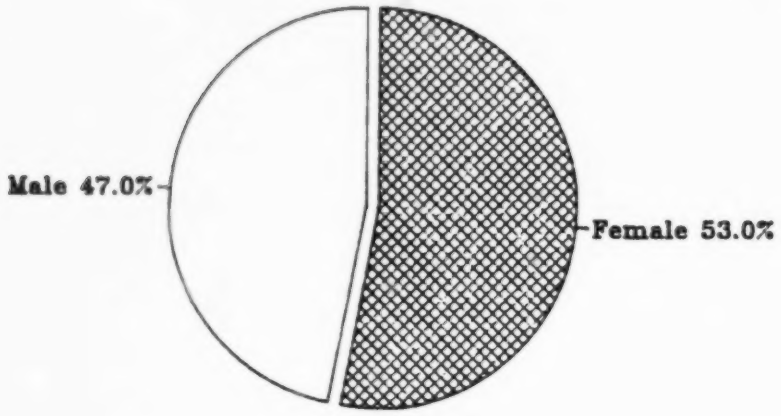
Vocational Enrollments, 1984-85

In October 1984, there were 95,595 enrollments in high school vocational programs statewide. Of these, 21 percent were ninth and tenth graders and the other 79 percent were eleventh and twelfth graders.

As shown in the chart below, female students represent a majority of those enrolled in vocational courses. The ratio of female to male students is the same as last year. Overall enrollments are fairly balanced at both grade levels. (See Table 1.)

Minority students represent about six percent of those enrolled in one or more vocational courses. Minority female students are more likely than minority male students to be enrolled in vocational courses, with females accounting for 54 percent of all minority enrollments. (See Tables 2 and 3.)

SECONDARY VOCATIONAL ENROLLMENTS
1984-85



95,595 Enrollments

Enrollments by Program Type, 1984-85

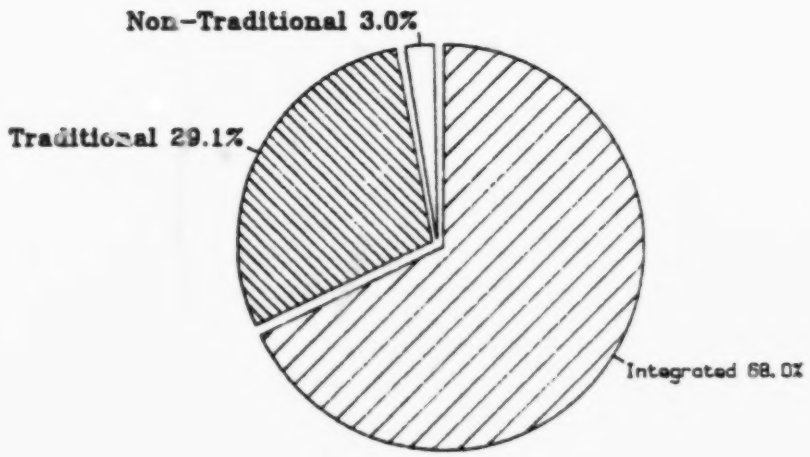
Vocational programs can be described as "segregated" or "integrated," depending on the balance of male and female enrollments. By definition, a segregated program is one in which more than 80 percent of students are of the same sex. All other programs are defined as integrated.

For example, Auto Body Repair is a segregated "male" program, with male students accounting for 97 percent of enrollments. Grooming Service Occupations is a segregated "female" program, with female students accounting for 99 percent of enrollments. General Merchandise Retailing, in which 43 percent of the students are male and 58 percent of the students are female, is an integrated program.

Enrollments in segregated programs are either "traditional" or "non-traditional." Traditional students are those in programs where the total enrollments exceeds 80 percent of their own sex. Non-traditional students are those enrolled in a program where over 80 percent of the students are of the other sex. Female students in Auto Body Repair and male students in Grooming Services Occupations are non-traditional students.

There are 57 courses offered statewide. Of these, 23 are "male" courses, six are "female" courses and 28 are integrated courses. Sixty-eight percent of vocational students are enrolled in integrated courses, while only 3 percent of students are enrolled in a course which is non-traditional for their sex. (See Tables 4,5 and 6.)

ENROLLMENTS BY PROGRAM TYPE
1984-85



95,595 Enrollments

Enrollments by Program Type, continued

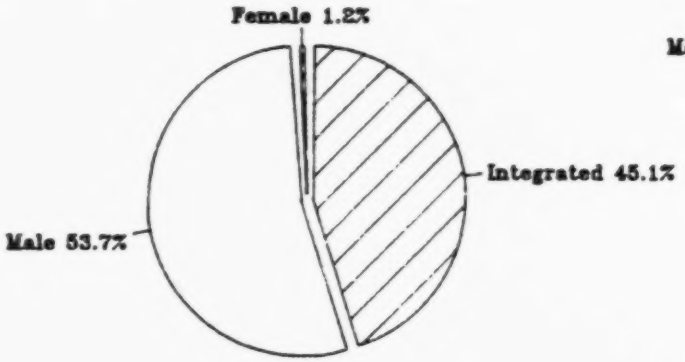
Female students are more likely than male students to be enrolled in integrated programs -- 88 percent of female students and 45 percent of male students. Distributive education, home economics and business and office courses are more likely than others to be integrated. In fact, all office students and nearly all distributive education students are enrolled in integrated courses.

There are now integrated courses preparing students for jobs which have historically been considered "men's work" or "women's work." These include, for example, Food Occupations, Radio/Television Production, General Merchandise Retailing and Graphic Arts Occupations.

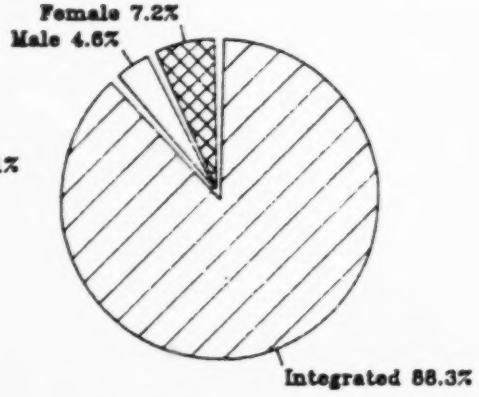
Very few students are enrolled in non-traditional programs. Such programs account for only 1 in 22 female students and 1 in 86 male students. Agriculture and health courses have the largest proportion of non-traditional students, accounting for about 10 percent of agriculture students and 15 percent of health students.

Of the 57 programs offered statewide only 2 are all-male and no programs are all-female. Only 123 students are enrolled in the all male program areas. (See Table 7.)

ENROLLMENTS BY PROGRAM TYPE
1984-85



44,968 Male Enrollments



50,627 Female Enrollments

Enrollments by Curriculum Area, 1984-85

There are significant differences in enrollment patterns among the vocational curriculum areas. The chart below summarizes these differences, and the following pages present more detailed information for each curriculum area.

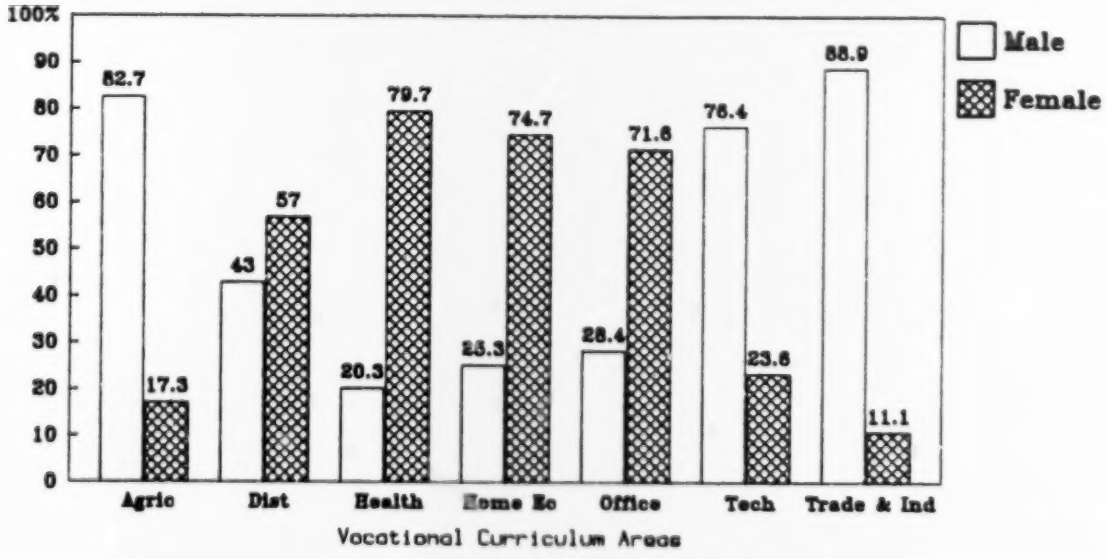
Home economics has the largest number of students, followed by office, trade-industrial and agriculture. Distribution, health and technical enrollments combined account for only 7 percent of vocational enrollments.

Female students are most likely to be enrolled in home economics, representing over half of all female enrollees. An additional 27 percent of female students are enrolled in office programs. Thirty-four percent of male students are enrolled in these two areas.

Male students are most likely to be enrolled in trade-industrial programs. This area combined with agriculture accounts for just over 60 percent of all male enrollments. By contrast, less than 9 percent of female students are enrolled in trade-industrial and agriculture programs. (See Table 8.)

Enrollment patterns of minority students also vary by sex. Home economics accounts for 58 percent of all minority female enrollees but for only 23 percent of minority male enrollees. Trade-industrial courses account for nearly half of enrollments among minority men, but for only 6 percent of minority females. (See Table 3.)

SECONDARY VOCATIONAL ENROLLMENTS
1984-85



Agriculture

Total enrollment statewide in secondary agriculture courses is 13,160 accounting for 14 percent of all secondary vocational students.

Agriculture courses are predominately male, with male students out-numbering female student by about five to one at all grade levels. Of the eight courses offered statewide, six are "male" and two are integrated. No courses are "female." Seventeen percent of students are enrolled in integrated courses. Ten percent of agriculture students are non-traditional students, all of these are females in "male" courses. This is the second highest percentage of non-traditional students of any curriculum area.

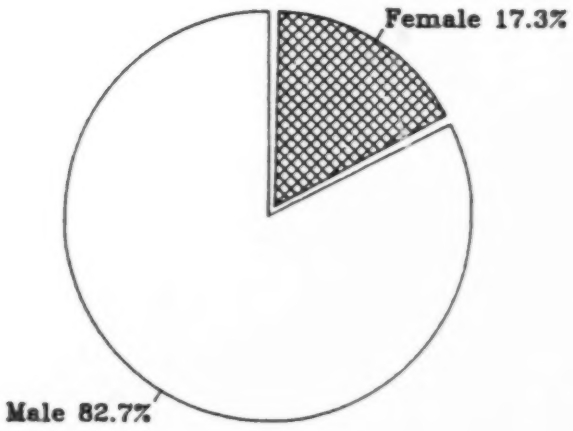
The largest course is Production Agriculture Occupations, with 65 percent of all male agriculture students and 46 percent of all female agriculture students. The second largest course for male students is Agriculture Mechanics, while the second largest course for female students is Horticulture Occupations.

Fifteen percent of white vocational students, but only 3 percent of their minority counterparts, are enrolled in agriculture. Minority enrollments in this area reflect the lower representation of minorities in Minnesota's farm population.

Minority female students are even less likely than minority male students to be enrolled in agriculture courses. This curriculum area accounts for one percent of minority females, five percent of white females, five percent of minority males and 25 percent of white males.

AGRICULTURE ENROLLMENTS

1984-85



13,160 Enrollments

Distributive Education

Total enrollment statewide in distributive education courses is 4,602, representing five percent of secondary vocational students.

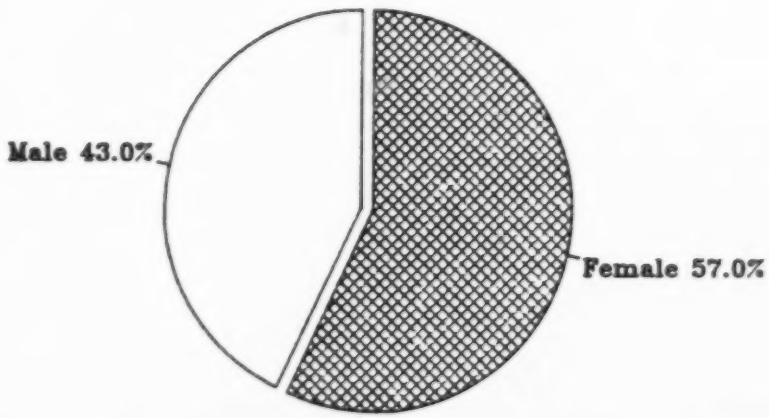
Although female students have higher enrollments than males, distributive education is the most evenly balanced by sex of all of the curriculum areas. As in other curriculum areas, most distributive education students are in the eleventh and twelfth grades.

Six courses are offered statewide. Of these, one is "male", five are integrated and none are "female." The integrated courses account for 99 percent of the distributive education students. Seventy-nine percent of male students and 83 percent of female students are enrolled in just two courses: General Merchandise Retailing and General Marketing Occupations.

About 7 percent of all distributive education students are minorities. Minority enrollments are nearly balanced by sex in this curriculum area.

DISTRIBUTIVE EDUCATION ENROLLMENTS

1984-85



4,602 Enrollments

Health Occupations

Total enrollment statewide in health occupations programs is 1,611, accounting for less than two percent of all vocational enrollments. Health courses have a lower percentage of male students than any other curriculum area.

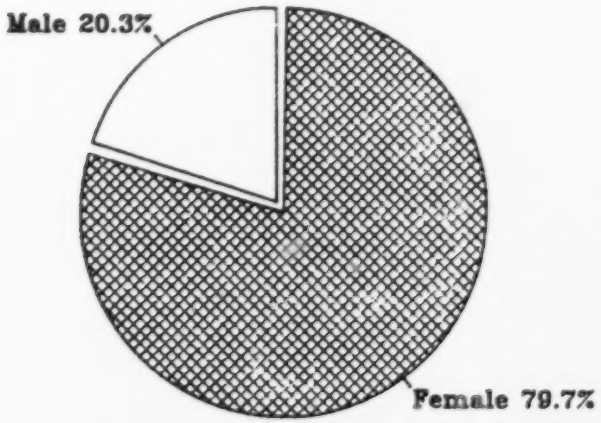
These programs are predominately female, with female students outnumbering male students by about 4 to 1. Although male students are in the minority in 2 of the 3 secondary health occupations courses, this pattern is most apparent among eleventh and twelfth graders.

Of the three courses offered statewide, one is "female", two are integrated and none are "male." Eighty-six percent of the female students are in Health Care Occupations, a "female" course. Seventy-one percent of the male students are also in this course.

About 11 percent of health students are minorities. Three percent of minority females, 3 percent of white females, 3 percent of minority males and less than 1 percent of white males are enrolled in this curriculum area.

HEALTH OCCUPATIONS ENROLLMENTS

1984-85



1,611 Enrollments

Home Economics

Total statewide enrollment in home economics courses is 38,290, accounting for 40 percent of all secondary vocational enrollments. Home Economics has the largest number of female students and the largest number of students of all curriculum areas. Female students outnumber male students 3 to 1 overall in this curriculum area.

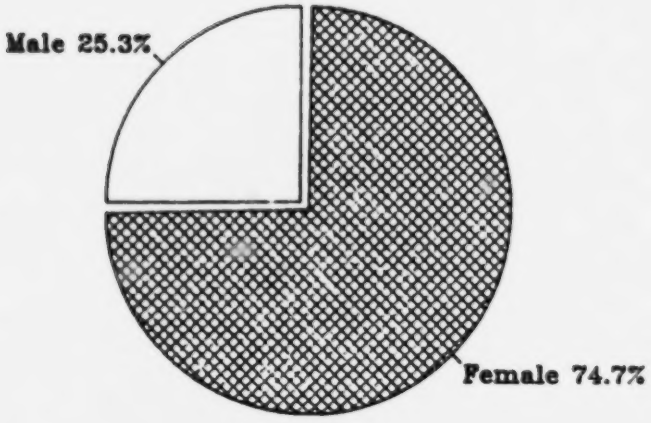
Twelve courses are offered statewide. Of these 5 are "female", 7 are integrated and none are "male". The integrated courses account for 93 percent of home economics students. Less than one percent of home economics students are in courses that are non-traditional for their sex.

Two-thirds of home economics enrollees are in Consumer Homemaking Occupations -- 67 percent of male students and 66 percent of female students.

Minority students and white students are about equally likely to be enrolled in home economics. However, for each racial group there are more female enrollees than male enrollees.

HOME ECONOMICS ENROLLMENTS

1984-85



38,290 Enrollments

Office Occupations

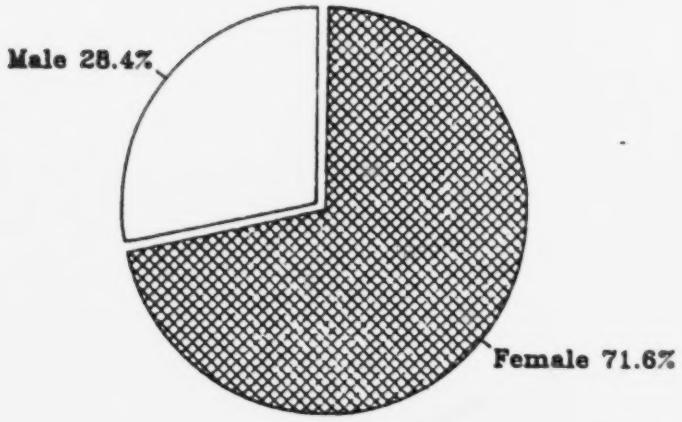
Total enrollment statewide in business and office occupations programs is 19,183, accounting for one-fifth of all secondary vocational enrollments. This curriculum area has more female students than any other except home economics. Females outnumber males by over 2 to 1.

All 6 courses offered are integrated. Sixty-nine percent of all business and office students are enrolled in Secretarial -- 70 percent of male students and 68 percent of female students. Another 16 percent of business and office students are enrolled in General Office Typist.

Overall, minority students are slightly more likely than white students to be enrolled in office programs. Among both white and minority students, females are more likely than males to be enrolled in this curriculum area. Office programs include 27 percent of both minority and white female students, 17 percent of minority male students and 12 percent of white male students.

OFFICE OCCUPATIONS ENROLLMENTS

1984-85



19,183 Enrollments

Technical Education

Total enrollment statewide in secondary technical education programs is 309, less than one percent of all secondary vocational enrollments. This curriculum area has fewer students than any other, and the smallest number of male and female students of all curriculum areas. Seventy-six percent of technical enrollees are male.

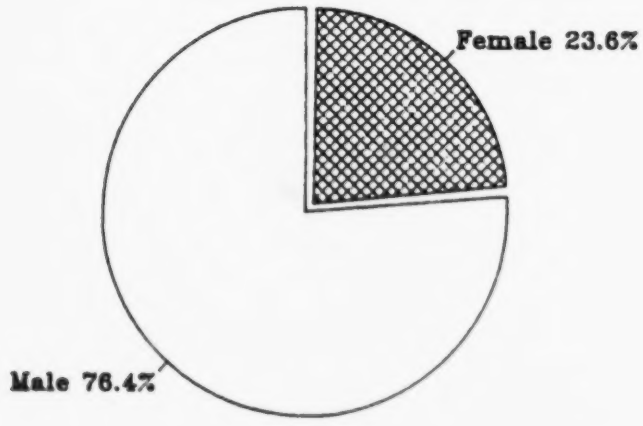
Of the 5 technical courses offered statewide, two are "male", three are integrated and none are "female." Four percent of technical students are enrolled in non-traditional courses. Sixty-five percent of technical students are enrolled in integrated courses.

Two courses, Mechanical Drafting and Radio/TV Production, account for 69 percent of students enrolled in the technical area. Thirty-eight percent of males are enrolled in Mechanical Drafting. Forty-eight percent of females are enrolled in Radio/TV Production.

About one-fifth of the students in this area are racial minorities. Minority male and female students are slightly more likely than their white counterparts to be enrolled in this course area.

TECHNICAL OCCUPATIONS ENROLLMENTS

1984-85



309 Enrollments

Trade & Industrial

Total enrollment statewide in secondary trade-industrial courses is 18,440, accounting for 19 percent of all secondary vocational enrollments. More male students are enrolled in this area than in any other.

Male trade-industrial students outnumber their female counterparts by 8 to 1 overall. Female students are about 11 percent of students at both grade levels.

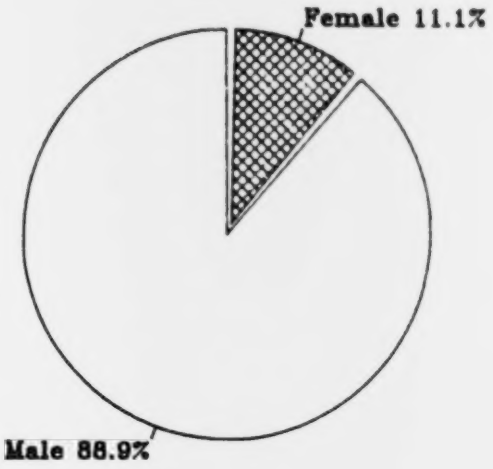
There are 17 trade-industrial courses offered statewide, the largest number for any curriculum area. Of these 14 are "male", 3 are integrated and none are "female." Female students make up less than 5 percent of the enrollees in 8 courses. Five percent of trade-industrial enrollees are non-traditional students, and all of these are female students in "male" courses.

Female students are most likely to be enrolled in Graphic Arts, although they are outnumbered by their male counterparts almost 2 to 1. Male students are most likely to be involved in Auto Mechanics, where they outnumber female students by 20 to 1.

Although more than four-fifths of trade-industrial students are white males, minority students of both sexes have higher enrollment rates than their white counterparts. Four percent of white females, 6 percent of minority females, 36 percent of white males and 45 percent minority males are enrolled in trade-industrial courses.

TRADE & INDUSTRIAL ENROLLMENTS

1984-85



18,440 Enrollments

High School Follow-up, Class of 1984

The Minnesota Vocational Follow-Up System reports information about students one year after graduation.* This information was reported in 1985 by 115 schools for 22,955 students of the Class of 1984. Data on this page refer to all graduates in the sample, whether they had been enrolled in a vocational course or not.

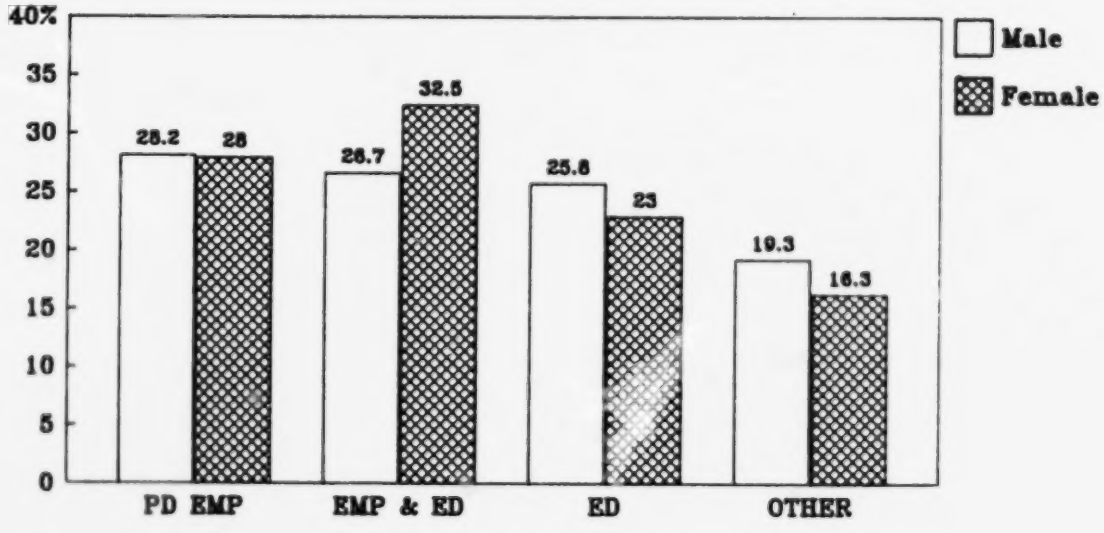
Over three-fifths of graduates continue their education in the following year. The women are slightly more likely than the men to continue their education, and are slightly more likely to have paid employment.

Twenty percent of those attending a post-secondary institution were enrolled in a vocational school, usually one of the AVTIs. The women are more likely than the men to attend a private vocational school, 8 percent compared with 5 percent.

The majority of both male and female graduates hold paid employment one year after leaving high school. Fifty-seven percent of the employed male graduates and 47 percent of the employed female graduates have full-time jobs. Over one-fourth of male and nearly one-third of female graduates combine paid employment with further education.

HIGH SCHOOL CLASS OF 1984

ONE YEAR LATER



*Although all former students in the sample are referred to as "graduates" for purposes of this report, about six percent left high school without receiving a diploma.

Vocational Student Follow-Up, Class of 1984

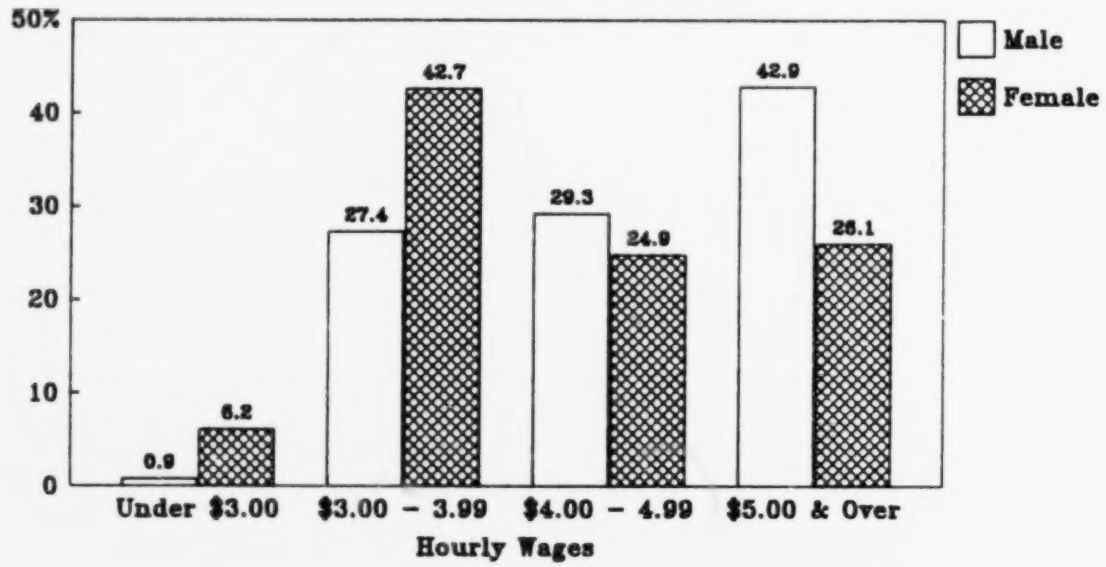
Follow-up information is also available for students who were enrolled in one or more vocational programs during high school. In this report, such students are called "vocational graduates," although they may have taken only one vocational course.

Male vocational graduates are more evenly distributed among all occupational groups. Female vocational graduates are heavily concentrated in clerical and service jobs, which together account for 64 percent of the women but only 37 percent of the men. In fact, 90 percent of females are employed in just three areas: marketing and sales, clerical, and service. This compares to 50 percent for males in these areas. The women are least likely to be employed in technical, agriculture, construction, transportation and mechanical jobs. These jobs account for slightly less than two percent of the women, but for nearly 23 percent of the men. (See Table 9.)

Female graduates have lower earnings than their male counterparts, regardless of the high school curriculum area in which they were enrolled. Average earnings for male graduates are $4.73 per hour, compared with $4.03 per hour for female graduates. (See Table 10.)

HIGH SCHOOL CLASS OF 1984

EARNINGS ONE YEAR LATER



Vocational Staff Patterns, 1984-85

There are 1,604 secondary full-time and part-time vocational teachers statewide. Fifty-six percent are men, while 44 percent are women. Twenty-five percent of the women and 15 percent of the men teach part-time.

The proportion of teachers who are female is lower than the proportion of students who are female in all areas except home economics courses. For example, 11 percent of trade-industrial students, but only three percent of trade-industrial teachers, are female. Similarly, in home economics, males represent 25 percent of the students but only 4 percent of the teachers.

Minorities are also underrepresented among vocational teachers, accounting for only 2 percent of the teachers compared with 6 percent of vocational students.

SECONDARY VOCATIONAL TEACHERS
1984-85

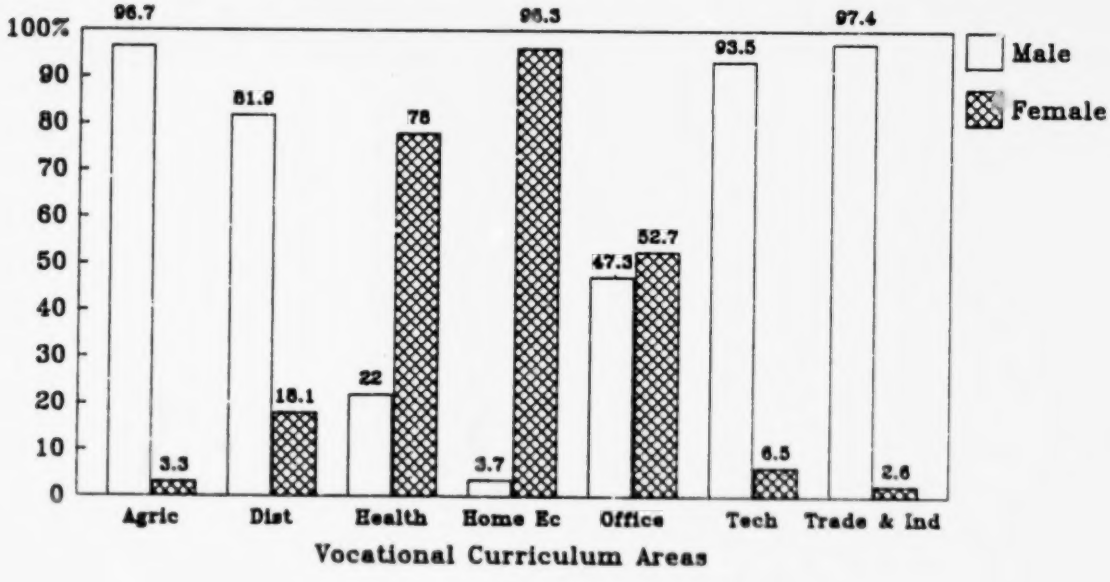


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TABLE 1. ENROLLMENTS BY GRADE LEVEL & SEX, 1984-85

Grades 9 & 10

Curriculum Area	Male #	Male % Dist	Female #	Female % Dist	Total #	Total % Female
Agriculture	3,253	33.1%	638	6.3%	3,891	16.4%
Distributive Ed	167	1.7%	159	1.6%	326	48.8%
Health	100	1.0%	96	0.9%	196	49.0%
Home Economics	2,104	21.4%	7,278	71.8%	9,382	77.6%
Office	1,041	10.6%	1,535	15.2%	2,576	59.6%
Technical	99	1.0%	35	0.3%	134	26.1%
Trade-Industrial	3,076	31.3%	390	3.8%	3,466	11.3%
TOTAL	9,840	100.0%	10,131	100.0%	19,971	50.7%

Grades 11 & 12

Curriculum Area	Male #	Male % Dist	Female #	Female % Dist	Total #	Total % Female
Agriculture	7,628	21.7%	1,641	4.1%	9,269	17.7%
Distributive Ed	1,814	5.2%	2,462	6.1%	4,276	57.6%
Health	227	0.6%	1,188	2.9%	1,415	84.0%
Home Economics	7,596	21.6%	21,312	52.6%	28,908	73.7%
Office	4,414	12.6%	12,193	30.1%	16,607	73.4%
Technical	137	0.4%	38	0.1%	175	21.7%
Trade-Industrial	13,312	37.9%	1,662	4.1%	14,974	11.1%
TOTAL	35,128	100.0%	40,496	100.0%	75,624	53.6%

TOTAL

Curriculum Area	Male #	Male % Dist	Female #	Female % Dist	Total #	Total % Female
Agriculture	10,881	24.2%	2,279	4.5%	13,160	17.3%
Distributive Ed	1,981	4.4%	2,621	5.2%	4,602	57.0%
Health	327	0.7%	1,284	2.5%	1,611	79.7%
Home Economics	9,700	21.6%	28,590	56.5%	38,290	74.7%
Office	5,455	12.1%	13,728	27.1%	19,183	71.6%
Technical	236	0.5%	73	0.1%	309	23.6%
Trade-Industrial	16,388	36.4%	2,052	4.1%	18,440	11.1%
TOTAL	44,968	100.0%	50,627	100.0%	95,595	53.0%

TABLE 2. ENROLLMENTS BY RACE & SEX, 1984-85

ENROLLMENT BY RACE & SEX

	INDIAN				ASIAN				HISPANIC			
	Male		Female		Male		Female		Male		Female	
Curriculum Area	#	% Dist	#	% Dist	#	% Dist	#	% Dist	#	% Dist	#	% Dist
Agriculture	57	8.8%	18	2.5%	23	3.6%	6	0.8%	13	5.4%	4	1.2%
Distributive Ed	11	1.7%	20	2.8%	12	1.9%	4	0.5%	11	4.6%	10	3.0%
Health	1	0.2%	17	2.4%	11	1.7%	14	1.9%	4	1.7%	5	1.5%
Home Economics	132	20.3%	436	61.4%	92	14.6%	435	58.0%	70	29.0%	224	66.9%
Office	69	10.6%	166	23.4%	197	31.2%	258	34.4%	39	16.2%	72	21.5%
Technical	1	0.2%	4	0.6%	6	0.9%	1	0.1%	1	0.4%	0	0.0%
Trade-Industrial	378	58.2%	49	6.9%	291	46.0%	32	4.3%	103	42.7%	20	6.0%
TOTAL	649	100.0%	710	100.0%	632	100.0%	750	100.0%	241	100.0%	335	100.0%

	BLACK				WHITE				TOTAL			
	Male		Female		Male		Female		Male		Female	
Curriculum Area	#	% Dist	#	% Dist	#	% Dist	#	% Dist	#	% Dist	#	% Dist
Agriculture	43	3.7%	4	0.3%	10,745	25.4%	2,247	4.7%	10,881	24.2%	2,279	4.5%
Distributive Ed	113	9.6%	124	8.9%	1,834	4.3%	2,463	5.2%	1,981	4.4%	2,621	5.2%
Health	63	5.4%	60	4.3%	248	0.6%	1,188	2.5%	327	0.7%	1,284	2.5%
Home Economics	324	27.6%	753	54.0%	9,082	21.5%	26,742	56.4%	9,700	21.6%	28,590	56.5%
Office	160	13.6%	356	25.5%	4,990	11.8%	12,876	27.1%	5,455	12.1%	13,728	27.1%
Technical	40	3.4%	10	0.7%	188	0.4%	58	0.1%	236	0.5%	73	0.1%
Trade-Industrial	432	36.8%	87	6.2%	15,184	35.9%	1,864	3.9%	16,388	36.4%	2,052	4.1%
TOTAL	1,175	100.0%	1,394	100.0%	42,271	100.0%	47,438	100.0%	44,968	100.0%	50,627	100.0%

TABLE 3. ENROLLMENTS BY MINORITY STATUS, 1984-85

	MALE				FEMALE				TOTAL			
	Minority		White		Minority		White		Minority		White	
Curriculum Area	#	% Dist	#	% Dist	#	% Dist	#	% Dist	#	% Dist	#	% Dist
Agriculture	136	5.0%	10,745	25.4%	32	1.0%	2,247	4.7%	168	2.9%	12,992	14.5%
Distributive Ed	147	5.5%	1,834	4.3%	158	5.0%	2,463	5.2%	305	5.2%	4,297	4.8%
Health	79	2.9%	248	0.6%	96	3.0%	1,188	2.5%	175	3.0%	1,436	1.6%
Home Economics	618	22.9%	9,082	21.5%	1,848	57.9%	26,742	56.4%	2,466	41.9%	35,824	39.9%
Office	465	17.2%	4,990	11.8%	852	26.7%	12,876	27.1%	1,317	22.4%	17,866	19.9%
Technical	48	1.8%	188	0.4%	15	0.5%	58	0.1%	63	1.1%	246	0.3%
Trade-Industrial	1,204	44.6%	15,184	35.9%	188	5.9%	1,864	3.9%	1,392	23.6%	17,048	19.0%
TOTAL	2,697	100.0%	42,271	100.0%	3,189	100.0%	47,438	100.0%	5,886	100.0%	89,709	100.0%

TABLE 4. NUMBER OF PROGRAMS BY TYPE, 1984-85

Curriculm Area	"Male"	"Female"	Integrated	Total	Percent Integrated
Agriculture	6	0	2	8	25.0%
Distributive Ed	1	0	5	6	83.3%
Health	0	1	2	3	66.7%
Home Economics	0	5	7	12	58.3%
Office	0	0	6	6	100.0%
Technical	2	0	3	5	60.0%
Trade-Industrial	14	0	3	17	17.6%
Total	23	6	28	57	49.1%

TABLE 5. ENROLLMENTS BY PROGRAM TYPE & SEX, 1984-85

FEMALE ENROLLMENTS BY PROGRAM TYPE

Curriculm Area	TOTAL FEMALES #	% Dist	NON-TRADITIONAL PROGRAMS #	%	TRADITONAL PROGRAMS #	%	INTEGRATED PROGRAMS #	%
Agriculture	2,279	4.5%	1,309	57.4%	0	0.0%	970	42.6%
Distributive Ed	2,621	5.2%	9	0.3%	0	0.0%	2,612	99.7%
Health	1,284	2.5%	0	0.0%	1,108	86.3%	176	13.7%
Home Economics	28,590	56.5%	0	0.0%	2,519	8.8%	26,071	91.2%
Office	13,728	27.1%	0	0.0%	0	0.0%	13,728	100.0%
Technical	73	0.1%	13	17.8%	0	0.0%	60	82.2%
Trade-Industrial	2,052	4.1%	976	47.6%	0	0.0%	1,076	52.4%
Total	50,627	100.0%	2,307	4.6%	3,627	7.2%	44,693	88.3%

MALE ENROLLMENTS BY PROGRAM TYPE

Curriculm Area	MALES #	% Dist	TRADITONAL PROGRAMS #	%	NON-TRADITIONAL PROGRAMS #	%	INTEGRATED PROGRAMS #	%
Agriculture	10,881	24.2%	9,673	88.9%	0	0.0%	1,208	11.1%
Distributive Ed	1,981	4.4%	51	2.6%	0	0.0%	1,930	97.4%
Health	327	0.7%	0	0.0%	233	71.3%	94	28.7%
Home Economics	9,700	21.6%	0	0.0%	292	3.0%	9,408	97.0%
Office	5,455	12.1%	0	0.0%	0	0.0%	5,455	100.0%
Technical	236	0.5%	95	40.3%	0	0.0%	141	59.7%
Trade-Industrial	16,388	36.4%	14,343	87.5%	0	0.0%	2,045	12.5%
Total	44,968	100.0%	24,162	53.7%	525	1.2%	20,281	45.1%

ENROLLMENTS BY PROGRAM TYPE - ALL STUDENTS

Curriculm Area	ALL STUDENTS #	% Dist	"MALE" PROGRAMS #	%	"FEMALE" PROGRAMS #	%	INTEGRATED PROGRAMS #	%
Agriculture	13,160	13.8%	10,982	83.4%	0	0.0%	2,178	16.6%
Distributive Ed	4,602	4.8%	60	1.3%	0	0.0%	4,542	98.7%
Health	1,611	1.7%	0	0.0%	1,341	83.2%	270	16.8%
Home Economics	38,290	40.1%	0	0.0%	2,811	7.3%	35,479	92.7%
Office	19,183	20.1%	0	0.0%	0	0.0%	19,183	100.0%
Technical	309	0.3%	108	35.0%	0	0.0%	201	65.0%
Trade-Industrial	18,440	19.3%	15,319	83.1%	0	0.0%	3,121	16.9%
Total	95,595	100.0%	26,469	27.7%	4,152	4.3%	64,974	68.0%

TABLE 6. TRADITIONAL AND NON-TRADITIONAL ENROLLMENTS, 1984-85

Curriculum Area	TOTAL STUDENTS	TRADITIONAL #	TRADITIONAL %	NON-TRADITIONAL #	NON-TRADITIONAL %	INTEGRATED #	INTEGRATED %
Agriculture	13,160	9,673	73.5%	1,309	9.9%	2,178	16.6%
Distributive Ed	4,602	51	1.1%	9	0.2%	4,542	98.7%
Health	1,611	1,108	68.8%	233	14.5%	270	16.8%
Home Economics	38,290	2,519	6.6%	292	0.8%	35,479	92.7%
Office	19,183	0	0.0%	0	0.0%	19,183	100.0%
Technical	309	95	30.7%	13	4.2%	201	65.0%
Trade-Industrial	18,440	14,343	77.8%	976	5.3%	3,121	16.9%
Total	95,595	27,789	29.1%	2,832	3.0%	64,974	68.0%

TABLE 7. SINGLE-SEX PROGRAMS AND ENROLLMENTS, 1984-85

	NUMBER OF PROGRAMS:			NUMBER OF STUDENTS:		
Curriculum Area	All-Male	All-Female	Total	Male In All-M Programs	Female In All-F Programs	Total
Agriculture	0	0	0	0	0	0
Distributive Ed	0	0	0	0	0	0
Health	0	0	0	0	0	0
Home Economics	0	0	0	0	0	0
Office	0	0	0	0	0	0
Technical	1	0	1	5	0	5
Trade-Industrial	1	0	1	118	0	118
TOTAL	2	0	2	123	0	123

TABLE 8. VOCATIONAL ENROLLMENTS BY COURSE & SEX, 1984-85

AGRICULTURE

		MINORITY				WHITE				TOTAL					
OE CODE	COURSE	Male	Female	Total	% F	Male	Female	Total	% F	Male	% M	Female	% F	Total	Course Type
010100	Production Agriculture Occ.	61	11	72	15.3%	6,958	1,031	7,989	12.9%	7,019	87.1%	1,042	12.9%	8,061	Male
010200	Agriculture Supplies & Service Occ.	1	1	2	50.0%	191	39	230	17.0%	192	82.8%	40	17.2%	232	Male
010300	Agricultural Mechanics Occ.	13	0	13	0.0%	1,643	93	1,736	5.4%	1,656	94.7%	93	5.3%	1,749	Male
010400	Agriculture Products Proc. & Mktg.	1	0	1	0.0%	320	39	359	10.9%	321	89.2%	39	10.8%	360	Male
010500	Horticultural Occupations	30	9	39	23.1%	679	704	1,383	50.9%	709	49.9%	713	50.1%	1,422	Integrated
010600	Natural Resources Occupations	6	0	6	0.0%	279	47	326	14.4%	285	85.8%	47	14.2%	332	Male
010700	Forestry Occupations	12	7	19	36.8%	188	41	229	17.9%	200	80.6%	48	19.4%	248	Male
019900	Other Agriculture Occupations	12	4	16	25.0%	487	253	740	34.2%	499	66.0%	257	34.0%	756	Integrated
Total	Agriculture	136	32	168	19.0%	10,745	2,247	12,992	17.3%	10,881	82.7%	2,279	17.3%	13,160	Male

DISTRIBUTIVE EDUCATION

		MINORITY				WHITE				TOTAL					
OE CODE	COURSE	Male	Female	Total	% F	Male	Female	Total	% F	Male	% M	Female	% F	Total	Course Type
040200	Mktg/Fashion Merchandising Occ.	1	1	2	50.0%	16	52	68	76.5%	17	24.3%	53	75.7%	70	Integrated
040800	General Merchandise Retailing	43	61	104	58.7%	819	1,107	1,926	57.5%	862	42.5%	1,168	57.5%	2,030	Integrated
041200	Prof./Industrial Wholesale Mktg.	0	0	0	*	51	9	60	15.0%	51	85.0%	9	15.0%	60	Male
041450	General Marketing Occupations	32	52	84	61.9%	669	942	1,611	58.5%	701	41.4%	994	58.6%	1,695	Integrated
049900	Other Marketing and Distribution	6	5	11	45.5%	189	292	481	60.7%	195	39.6%	297	60.4%	492	Integrated
049956	Performing Arts	65	39	104	37.5%	90	61	151	40.4%	155	60.8%	100	39.2%	255	Integrated
Total	Distributive Education	147	158	305	51.8%	1,834	2,463	4,297	57.3%	1,981	43.0%	2,621	57.0%	4,602	Integrated

HEALTH OCCUPATIONS

		MINORITY				WHITE				TOTAL					
OE CODE	COURSE	Male	Female	Total	% F	Male	Female	Total	% F	Male	% M	Female	% F	Total	Course Type
070002	Community Services Occupations	2	0	2	0.0%	49	50	99	50.5%	51	50.5%	50	49.5%	101	Integrated
070300	Health Care Occupations	76	96	172	55.8%	157	1,012	1,169	86.6%	233	17.4%	1,108	82.6%	1,341	Female
079900	Other Health & Environmental Occ.	1	0	1	0.0%	42	126	168	75.0%	43	25.4%	126	74.6%	169	Integrated
Total	Health Occupations	79	96	175	54.9%	248	1,188	1,436	82.7%	327	20.3%	1,284	79.7%	1,611	Integrated

TABLE 8. CONTINUED

HOME ECONOMICS

OE CODE	COURSE	MINORITY Male	MINORITY Female	MINORITY Total	MINORITY % F	WHITE Male	WHITE Female	WHITE Total	WHITE % F	TOTAL Male	TOTAL % M	TOTAL Female	TOTAL % F	TOTAL Total	Course Type
090101	Consumer-Homemaking Occupations	355	1,177	1,532	76.8%	6,129	17,635	23,764	74.2%	6,484	25.6%	18,812	74.4%	25,296	Integrated
090112	Other Consumer-Homemaking Occ.	165	459	624	73.6%	900	2,599	3,499	74.3%	1,065	25.8%	3,058	74.2%	4,123	Integrated
090120	Home & Individual/Family Resources	1	8	9	88.9%	281	998	1,279	78.0%	282	21.9%	1,006	78.1%	1,288	Integrated
090121	Individual/Family Life Parenting Occ	6	21	27	77.8%	280	941	1,221	77.1%	286	22.9%	962	77.1%	1,248	Integrated
090201	Child Care/Guidance & Education Occ.	8	72	80	90.0%	118	1,231	1,349	91.3%	126	8.8%	1,303	91.2%	1,429	Female
090204	Housing Occupations	5	5	10	50.0%	76	338	414	81.6%	81	19.1%	343	80.9%	424	Female
090207	Grooming Service Occupations	0	4	4	100.0%	4	270	274	98.5%	4	1.4%	274	98.6%	278	Female
090214	Fashion/Apparel Textile Occupations	1	7	8	87.5%	64	485	549	88.3%	65	11.7%	492	88.3%	557	Female
090299	Other Service Occupations	20	10	30	33.3%	23	141	164	86.0%	43	22.2%	151	77.8%	194	Integrated
090402	Child Care Guidance/Guidance & Ed. Occ.	0	0	0	•	16	107	123	87.0%	16	13.0%	107	87.0%	123	Female
092902	Food Occupations	53	84	137	61.3%	1,102	1,750	2,852	61.4%	1,155	38.6%	1,834	61.4%	2,989	Integrated
099090	Service Occupations/Co-op	4	1	5	20.0%	89	247	336	73.5%	93	27.3%	248	72.7%	341	Integrated
Total	Home Economics	618	1,848	2,466	74.9%	9,082	26,742	35,824	74.6%	9,700	25.3%	28,590	74.7%	38,290	Integrated

BUSINESS & OFFICE

OE CODE	COURSE	MINORITY Male	MINORITY Female	MINORITY Total	MINORITY % F	WHITE Male	WHITE Female	WHITE Total	WHITE % F	TOTAL Male	TOTAL % M	TOTAL Female	TOTAL % F	TOTAL Total	Course Type
140103	Accounting/Data Processing Occupations	6	8	14	57.1%	499	819	1,318	62.1%	505	37.9%	827	62.1%	1,332	Integrated
140120	Banking and Finance Occupations	0	0	0	•	11	32	43	74.4%	11	25.6%	32	74.4%	43	Integrated
140199	Supervisor/Management Occupations	2	0	2	0.0%	117	90	207	43.5%	119	56.9%	90	43.1%	209	Integrated
140305	General Office Typist Occupations	25	77	102	75.5%	696	2,326	3,022	77.0%	721	23.1%	2,403	76.9%	3,124	Integrated
140730	Secretarial Occupations	421	752	1,173	64.1%	3,382	8,621	12,003	71.8%	3,803	28.9%	9,373	71.1%	13,176	Integrated
149900	Other Business & Office Occupations	11	15	26	57.7%	285	988	1,273	77.6%	296	22.8%	1,003	77.2%	1,299	Integrated
Total	Business & Office	465	852	1,317	64.7%	4,990	12,876	17,866	72.1%	5,455	28.4%	13,728	71.6%	19,183	Integrated

TABLE 8. CONTINUED

TECHNICAL OCCUPATIONS

		MINORITY				WHITE				TOTAL					
OE CODE	COURSE	Male	Female	Total	% F	Male	Female	Total	% F	Male	% M	Female	% F	Total	Course Type
161301	Mechanical Drafting	4	2	6	33.3%	86	11	97	11.3%	90	87.4%	13	12.6%	103	Male
161500	Energy Occupations	15	5	20	25.0%	34	14	48	29.2%	49	72.1%	19	27.9%	68	Integrated
162006	Fluid Power	0	0	0	•	5	0	5	0.0%	5	100.0%	0	0.0%	5	Male
165001	Radio Broadcasting	5	0	5	0.0%	12	6	18	33.3%	17	73.9%	6	26.1%	23	Integrated
165002	Radio/TV Production	24	8	32	25.0%	51	27	78	34.6%	75	68.2%	35	31.8%	110	Integrated
Total	Technical	48	15	63	23.8%	188	58	246	23.6%	236	76.4%	73	23.6%	309	Integrated

TRADE & INDUSTRIAL

		MINORITY				WHITE				TOTAL					
OE CODE	COURSE	Male	Female	Total	% F	Male	Female	Total	% F	Male	% M	Female	% F	Total	Course Type
170301	Auto Body Repair Occupations	59	2	61	3.3%	427	12	439	2.7%	486	97.2%	14	2.8%	500	Male
170302	Auto Mechanics Occupations	248	17	265	6.4%	3,766	183	3,949	4.6%	4,014	95.3%	200	4.7%	4,214	Male
170312	Service Station Occupations	5	0	5	0.0%	268	20	288	6.9%	273	93.2%	20	6.8%	293	Male
171000	Construction Occupations-General	118	13	131	9.9%	2,041	103	2,144	4.8%	2,159	94.9%	116	5.1%	2,275	Male
171016	Carpentry Occ. & Finishing Trades	26	0	26	0.0%	1,165	120	1,285	9.3%	1,191	90.8%	120	9.2%	1,311	Male
171017	Construction Occ. & Mechanical Trades	8	1	9	11.1%	88	3	91	3.3%	96	96.0%	4	4.0%	100	Male
171020	Construction Occ. Planning & Mgmt.	25	0	25	0.0%	528	86	614	14.0%	553	86.5%	86	13.5%	639	Male
171303	Mechanical Drafting Occupations	115	28	143	19.6%	556	120	676	17.8%	671	81.9%	148	18.1%	819	Male
171500	Electricity/Electronic Occupations	56	10	66	15.2%	852	28	880	3.2%	908	96.0%	38	4.0%	946	Male
171502	Communication/Media Technology Occ.	4	3	7	42.9%	112	67	179	37.4%	116	62.4%	70	37.6%	186	Integrated
171900	Graphic Arts Occupations	170	81	251	32.3%	1,125	681	1,806	37.7%	1,295	63.0%	762	37.0%	2,057	Integrated
172302	Machine Shop Occupations	112	2	114	1.8%	868	13	881	1.5%	980	98.5%	15	1.5%	995	Male
172306	Welding Occupations	119	6	125	4.8%	934	26	960	2.7%	1,053	97.1%	32	2.9%	1,085	Male
173100	Small Engine Repair Occupations	68	1	69	1.4%	920	38	958	4.0%	988	96.2%	39	3.8%	1,027	Male
173101	Recreational Vehicle Repair Occ.	2	0	2	0.0%	116	0	116	0.0%	118	100.0%	0	0.0%	118	Male
179090	Industrial Co-op Programs	30	17	47	36.2%	604	227	831	27.3%	634	72.2%	244	27.8%	878	Integrated
179900	Other Industrial Occupations	39	7	46	15.2%	814	137	951	14.4%	853	85.6%	144	14.4%	997	Male
Total	Trade & Inudstrial	1,204	188	1,392	13.5%	15,184	1,864	17,048	10.9%	16,388	88.9%	2,052	11.1%	18,440	Male
TOTAL ALL CURRICULUM AREAS		2,697	3,189	5,886	54.2%	42,271	47,438	89,709	52.9%	44,968	47.0%	50,627	53.0%	95,595	

TABLE 9. OCCUPATION OF GRADUATES*, ONE YEAR LATER

OCCUPATION GROUP	Male Graduates Number	Male Graduates Percent	Female Graduates Number	Female Graduates Percent
Administrative, engineering, scientific, teaching & related occupations	147	3.2%	165	3.0%
Technologists & technicians, including health	44	1.0%	39	0.7%
Marketing & sales	603	13.2%	1,412	25.3%
Clerical	407	8.9%	1,582	28.3%
Service	1,288	28.1%	2,008	35.9%
Farming, forestry & fishing	274	6.0%	40	0.7%
Construction & extractive	283	6.2%	4	0.1%
Transportation & material moving	195	4.3%	14	0.3%
Mechanics & repairs	248	5.4%	6	0.1%
Production	438	9.6%	249	4.5%
Material handlers, equipment cleaners, laborers & miscellaneous occupations	654	14.3%	68	1.2%
TOTAL	4,581	100.0%	5,587	100.0%

*Class of 1984

TABLE 10. HOURLY WAGES OF VOCATIONAL GRADUATES*, ONE YEAR LATER

CURRICULUM AREA	Total	Percent of Vocational Graduates Earning: Below $3	$3-$3.99	$4-4.99	Above $4.99	Median Earnings
Agriculture						
Male Graduates (498)**	100.0%	1.2%	22.1%	28.5%	48.2%	$4.93
Female Graduates (342)	100.0%	5.8%	39.8%	25.4%	28.9%	$4.16
Business						
Male Graduates (2,004)	100.0%	1.0%	27.9%	30.2%	40.8%	$4.69
Female Graduates (3,541)	100.0%	6.1%	42.0%	25.2%	26.7%	$4.07
Distributive Education						
Male Graduates (238)	100.0%	0.8%	26.5%	29.8%	42.9%	$4.75
Female Graduates (465)	100.0%	5.2%	39.8%	26.2%	28.8%	$4.18
Health Occupations						
Male Graduates (39)	100.0%	0.0%	12.8%	17.9%	69.2%	$5.74
Female Graduates (241)	100.0%	4.1%	40.7%	27.0%	28.2%	$4.18
Industrial Arts						
Male Graduates (1,899)	100.0%	0.7%	23.7%	30.1%	45.4%	$4.84
Female Graduates (734)	100.0%	6.4%	37.7%	28.6%	27.3%	$4.20
Home Economics						
Male Graduates (892)	100.0%	1.2%	25.8%	30.3%	42.8%	$4.62
Female Graduates (2,609)	100.0%	6.3%	42.4%	25.0%	26.3%	$4.04
Office Occupations						
Male Graduates (293)	100.0%	1.0%	28.3%	33.1%	37.5%	$4.65
Female Graduates (1,285)	100.0%	6.1%	39.0%	25.4%	29.5%	$4.18
Service Occupations						
Male Graduates (116)	100.0%	0.9%	31.0%	31.9%	36.3%	$4.87
Female Graduates (282)	100.0%	5.7%	44.0%	24.5%	25.9%	$4.00
Trade-Industrial						
Male Graduates (1,005)	100.0%	0.6%	24.8%	28.3%	46.3%	$4.86
Female Graduates (373)	100.0%	7.2%	34.6%	22.0%	36.2%	$4.36

*"Vocational graduates" means students who took at least one vocational course while in high school (Class of 1984).
**Numbers in parentheses indicate number of graduates reporting wages in the sample survey.

TABLE 11. VOCATIONAL STAFF BY CURRICULUM AREA, 1984-85

FULL-TIME

Vocational Staff	Minority Male	Minority Female	Minority % F	White Male	White Female	White % F	Total Male	Total Female	Total % F
TEACHERS									
Agriculture	0	0	100.0%	188	5	2.6%	188	5	2.6%
Distributive Ed	0	0	100.0%	51	10	16.4%	51	10	16.4%
Health	0	0	100.0%	6	19	76.0%	6	19	76.0%
Occup Home Ed	0	3	100.0%	9	67	88.2%	9	70	88.6%
Cons Homemaking	0	2	100.0%	3	156	98.1%	3	158	98.1%
Office	1	0	0.0%	80	84	51.2%	81	84	50.9%
Technical	1	1	50.0%	55	3	5.2%	56	4	6.7%
Trade Industrial	2	0	0.0%	248	4	1.6%	250	4	1.6%
Other Voc	9	11	55.0%	112	168	60.0%	121	179	59.7%
TOTAL TEACHERS	13	17	56.7%	752	516	40.7%	765	533	41.1%
LOCAL ADMIN/SUP	0	0	**	27	6	18.2%	27	6	18.2%

PART-TIME

Vocational Staff	Minority Male	Minority Female	Minority % F	White Male	White Female	White % F	Total Male	Total Female	Total % F
TEACHERS									
Agriculture	0	0	**	45	3	6.3%	45	3	6.3%
Distributive Ed	0	0	**	8	3	27.3%	8	3	27.3%
Health	1	0	0.0%	6	27	81.8%	7	27	79.4%
Occup Home Ed	0	0	**	0	31	100.0%	0	31	100.0%
Cons Homemaking	0	0	**	1	75	98.7%	1	75	98.7%
Office	1	0	0.0%	16	25	61.0%	17	25	59.5%
Technical	0	0	**	2	0	0.0%	2	0	0.0%
Trade Industrial	2	0	0.0%	42	4	8.7%	44	4	8.3%
Other Voc	0	0	**	7	7	50.0%	7	7	50.0%
TOTAL TEACHERS	4	0	0.0%	127	175	57.9%	131	175	57.2%
LOCAL ADMIN/SUP	0	0	**	5	0	0.0%	5	0	0.0%

TOTAL

Vocational Staff	Minority Male	Minority Female	Minority % F	White Male	White Female	White % F	Total Male	Total Female	Total % F	Total
TEACHERS										
Agriculture	0	0	**	233	8	3.3%	233	8	3.3%	241
Distributive Ed	0	0	**	59	13	18.1%	59	13	18.1%	72
Health	1	0	0.0%	12	46	79.3%	13	46	78.0%	59
Occup Home Ed	0	3	100.0%	9	98	91.6%	9	101	91.8%	110
Cons Homemaking	0	2	100.0%	4	231	98.3%	4	233	98.3%	237
Office	2	0	0.0%	96	109	53.2%	98	109	52.7%	207
Technical	1	1	50.0%	57	3	5.0%	58	4	6.5%	62
Trade Industrial	4	0	0.0%	290	8	2.7%	294	8	2.6%	302
Other Voc	9	11	55.0%	119	175	59.5%	128	186	59.2%	314
TOTAL TEACHERS	17	17	50.0%	879	691	44.0%	896	708	44.1%	1,604
LOCAL ADMIN/SUP	0	0	**	32	6	15.8%	32	6	15.8%	38

Definitions

Enrollment. In this report, enrollment figures represent an unduplicated count of students. All enrollment data in this report are statewide.

Curriculum Area or Program Area. These terms refer to groupings of programs into seven areas: Agriculture, Distributive Education, Health Occupations, Home Economics (including both Consumer Homemaking and Occupational Home Economics), Business and Office Occupations, Technical Occupations and Trade & Industrial. Follow-up data contain additional curriculum areas: Service Occupations, Business and Industrial Arts. There is no Technical area in the follow-up data.

Racial Minorities. Minority student data reported by school districts to the Minnesota Civil Rights Information System represent racial/ethnic data. No person is counted in more than one racial/ethnic category. Minorities identified by this system are: American Indian or Alaskan Native; Asian or Pacific Islander; Hispanic, referring to country of origin or culture, not race; Black, not of Hispanic origin; and White, not of Hispanic origin.

Course or Program. These terms refer to individual course offerings within curriculum areas. All course or program data in this report represent statewide enrollments by subject or grade level, not by individual school district.

Segregated. A segregated program or course is one in which more than 80 percent of the students are of one sex. A segregated "male" program has enrollments which are more than 80 percent male, while a segregated "female" program has enrollments which are more than 80 percent female.

Integrated. All programs which are not segregated by sex are considered integrated.

Traditional. Students enrolled in programs where the total enrollment exceeds 80 percent of their own sex are defined as traditional students.

Non-Traditional. Students enrolled in segregated programs dominated by students of the other sex are defined as non-traditional students.

Vocational Teachers. Vocational teachers are staff members assigned the professional activities of instructing pupils in vocationally reimbursed programs. In this report, this term refers to teachers in secondary cooperative vocational centers as well as high school vocational teachers.

Program Support Services Staff. This refers to individuals employed for the primary purpose of assuring that students benefit from their vocational education programs, such as teacher aides, remedial teachers and interpreters for deaf students.

Vocational Administrators and Supervisors. This refers to professional staff other than teachers and support services staff who are assigned to the supervision of vocational education programs. This does not include general administrative staff, superintendents, principals or guidance counselors.